

Senate Enrolled Act 251-2016

Committee Proposal

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1. Procedures and Policies

Policy: Purpose

The purpose of the Out of School Time Fund shall be to competitively grant funds in order to expand access or increase quality of out of school time programs for middle school students and to offer enrichment or academic activities in a school or community based setting.

There is a need for out of school time programs for elementary, middle, and high school students. Middle school has been identified as the priority for a pilot program because of the sharp decrease in programs offered to middle school students, increased risk factors for students in these grades who do not attend out of school programs, and the necessity to support students more effectively at critical transition grade-levels.

Recommended Program Elements:

- ❖ Eligible applicants shall apply to the Indiana Department of Education in a method determined by the department and this committee
- ❖ After school programs are exempt from licensure requirements per IC 12-17.2-2-8 due to the status as a school or program recognized by the department
- ❖ The director of the out of school time program shall be at least 21 years old and have one of the following combinations of experience and education: six months related experience and a Bachelor's

- degree in a related field; one year related experience and a Bachelor's degree in an unrelated field; or 18 months of related experience and an Associate's degree/two years of college in a related field
- ❖ At least one staff member with CPR certification shall be present at all times
- ❖ All staff members shall pass a criminal background check
- ❖ Allowable cost objectives for out of school time program funding may include staffing, materials, professional training, engagement activities that assist families and the community to become active participants in the education of their children, transportation, and related costs to deliver or improve out of school time programming, as approved by the department
- ❖ The funding shall be used to offer, expand, or improve the quality of a free, low-cost, or a means tested out of school time program to ensure equitable access for any student
- ❖ The out of school programs shall address college and career readiness and academic standards within an environment focused upon a well-rounded education
- ❖ Recommended staffing ratio of 15:1 if age 4-5; 20:1 if all children are 6 and above
- ❖ Nutritious snack may be provided each day
- ❖ Program hours and attendance expectations shall be clearly communicated
- ❖ Programs must be annually evaluated to determine effectiveness — Programs shall provide the department annual data of program attendance, school-day attendance of participants, state content assessment scores or local formative assessment data analysis of participating students utilized to guide academic support, skill development as reported by school day or after school providers, positive behavioral changes as reported by school day or after school providers, and other measures determined by the Indiana Department of Education and this committee
- ❖ Programs shall conduct annual needs assessment to incorporate the perspectives of school day educators, parents, and community to improve the out of school time program, as determined by the department
- ❖ Establish and maintain fiscal control and fund accounting procedures in applicable state laws and regulations established by the state board of accounts

2. Funding Levels and Eligibility

Eligibility:

Public schools or nonprofit community-based organizations may apply to support out of school programming for middle school children in fifth, sixth, seventh, and eighth grade. Public school applicants must show evidence of collaboration with a community partner, and nonprofit community-based organization applicants must show evidence of collaboration with local schools. Applicants may apply for funding that provides either targeted or comprehensive support for a new or existing program. Applicants will submit an application to the Indiana Department of Education.

Funding:

Funding will be granted competitively to support differentiated needs related to expanding access or increasing the quality of out of school programs. Funding must be allocated to directly support fifth, sixth, seventh, and/or eighth grade students.

This committee, in collaboration with the Indiana Department of Education, will create an application and review those applications to award funds to programs that demonstrate a commitment to the priorities set forth in this report. A possible funding structure for these grants may be:

Targeted support grants: Applications for targeted support are intended to improve the quality of programs. These applicants will receive funding between \$10,000 and \$15,000 for one year. Funds must be focused on developing or increasing the quality of programs in up to three of the following areas: planning, staffing, professional development, programmatic materials, transportation, wraparound services, family and community engagement, tuition, or other similar activities as determined by the Indiana Department of Education and Committee Representatives.

Comprehensive support grants: Applications for comprehensive support are intended to increase access while simultaneously improving the quality of programs. Applicants will receive funding between \$15,000

and \$50,000, each year, for two years. Funds must be used to support, develop, or upgrade a new or existing program by expanding access and increasing quality. Applicants must use funds to address at least three of the following areas: planning, staffing, professional development, programmatic materials, transportation, wrap around services, family and community engagement, tuition, or other similar activities as determined by this committee and the Indiana Department of Education. Comprehensive support grant applicants would be required to conduct a comprehensive needs assessment, provide budgets for two years, create a sustainability plan, and provide evidence of measurable outcomes.

On average, it costs \$1,500 annually to support one student in an out of school program. To provide effective and geographically diverse support to out of school programming for middle school students, the committee recommends a minimum of \$1,000,000, each year, for two years. Funding may be split 30% / 70% respectively for targeted (increasing quality) and comprehensive (increasing access and quality) grants. As a sample funding scenario with a two-year budget of \$2,000,000, this would support at least 40 programs to receive targeted support, and 14 programs to receive comprehensive support.

Administrative support: An amount, not to exceed 1% of the total funds available, will be used to support the administration of the grants. This may include staffing, travel, materials, monitoring, state-level professional development, or other costs as determined by the Indiana Department of Education.

3. Existing Research and Data

The Need for Out of School Time in Indiana

Keep Kids Safe: Out-of-school time programs keep youth safe during the highest crime time hours 3-6 PM weekdays. In Indiana, 20% or 220,573 children, including many kindergarteners, are left unsupervised in the afternoons (Afterschool Alliance). Children and youth who participate in afterschool are less likely to use drugs, become teen parents, or become victims or perpetrators of crime (Fight Crime: Invest in Kids). For many Indiana kids, afterschool and summer programs are also their best chance for a healthy meal.

Inspire Learning: Every child in Indiana deserves a great education, regardless of background, income, or zip code. Schools can't do it alone. Youth spend only 20% of their waking hours in school, and how they invest the other 80% transforms their lives. Afterschool and summer programs can add 1,080 hours of academic and enrichment to a child's year, equivalent to the number of hours in 144 school days. According to Johns Hopkins researchers, 2/3 of the achievement gap between high and low-income kids can be turned around with equal access to quality summer programs. Data from 20,000 K-12 youth participating in Indiana's 21st Century Community Learning Centers in 2013-2015 (federal funding for afterschool and summer programs managed by the Indiana Department of Education) showed improved homework completion, improved behavior in school, and increased I-STEP scores if students attended 60 or more days of programming.

Support Working Families and Businesses: Working parents are more successful and productive at work when they know their kids are safe in the hours afterschool. Working parents miss an average of eight days per year due to lack of afterschool care (Brandeis and Catalyst). Employers have reported that several employees have to leave by 3 PM to get their kids off the bus, due to lack of OST programs.

Unequal Access: 11% of Indiana's youth are in OST programs, compared to 18% nationally. Low-income youth have 6,000 fewer hours of enrichment and academic learning than their more affluent peers by the eighth grade, exacerbating the academic and opportunity gaps among youth with different socio-economic backgrounds (Hechinger Report). A 600-parent survey in Columbus Indiana in 2015 showed that the lowest income families are the least likely to participate due to cost, transportation, and awareness of programs. This data is backed up by national research (Afterschool Alliance America After 3 PM Report). The Indiana After 3 PM Report from the Afterschool Alliance showed that more than one-third of Indiana parents with children not in OST programs would enroll them if programs were affordable and available in their community.

Making the Case for Middle School Programs

Middle school is widely recognized as a pivotal time for young people. Young teens can experience more stress with academics, peer pressure, self-esteem, and temptations to engage in risky behavior. It's a time that they can find their stride or lose their way. Afterschool programs are a proven strategy for putting young people on the path to success. There are many exemplary models of middle school programs that help youth catch up, keep up and get ahead in school and life. However, far too many middle school youth do not have access to high quality programs after school (Afterschool Innovations Brief, MetLife and Alliance Alliance Report).

Sixty-eight percent of children have both parents in the workforce in Indiana. 20% of middle schoolers are home alone unsupervised afterschool, according to the Afterschool Alliance Indiana After 3 PM Report. Many people believe that young teens are old enough to take care of themselves, and therefore they stay home alone without adult supervision. Many young teens also have family responsibilities to care for younger siblings. This can leave young teens at risk and without access to high quality learning and enrichment opportunities to keep them on the path to success.

In addition to the common barriers of transportation and cost, middle school programs also have unique challenges to attracting and retaining young teens. Young teens can be more autonomous, busier, and more selective about the activities they want to participate in compared to younger kids. Programs need to appeal to their unique interests. (Afterschool Innovations Brief, MetLife and Alliance Report). The American Youth Policy Forum report, "Helping Youth Succeed Through Out-of-School Time Programs" states that "older youth will participate in OST activities if the programs are designed for their age group, employ effective recruitment strategies, and offer high interest activities. Programs that are designed for elementary and middle school students will not necessarily attract older youth. Programmatic elements and outreach strategies must be geared for the needs and interests of older youth ...and include school partnerships."

The Department of Education (21st Century Community Learning Centers/21st CCLC) and Indiana Office of Early Childhood and Out of School Learning (School-Age Child Care Grants/SACC and vouchers) are the largest public funders of OST. Approximately 20% of 21st CCLC and school-age child care vouchers serve middle school youth. Of the 63 SACC grants, one is targeted to middle school.

There are many benefits to expanding middle school programs. According to MetLife/Afterschool Alliance report, programs give young teens opportunities to explore higher education and career path options and to teach them skills that can unlock doors to future career prospects. During the afterschool hours, there is time for apprenticeships, guest speakers, college mentoring and project-based activities that are not always available during a school day. Young teens in programs have more time to explore and develop their unique talents and prepare better for high school, college and careers, while also staying engaged in school. Middle school programs can keep youth focused on making healthy lifestyle choices, and avoiding temptations with substance abuse and other risky behaviors.

Middle School Afterschool Programs: What Sets Them Apart?

Based on Afterschool Alliance and Harvard Family Research Project

Foundational Quality Basics

1. Standards-based programming
2. Assessment and/or evaluation process
3. Continuous quality improvement plan
4. Professional Development aligned with continuous quality improvement plan

Additional Programming Focus Areas

Youth Voice

- ❖ Program should be based on youth choice and voice, culture, individual needs, multiple intelligences, and personal engagement

- ❖ Youth should be given opportunities to make decisions, take on leadership roles, co-construct program offerings and policies, set personal goals, and develop their potential as role models.
- ❖ 3 V's"—voice, vote and voluntary activities

Flexibility of Programming

- ❖ Middle School students need variety to keep them engaged and motivated.
- ❖ Technology should be added to any middle school afterschool program – it's their world.
- ❖ Middle school students want to know why they are studying things – afterschool is no different – it is important that the program curriculum answers that question as well.
- ❖ Middle school programs need to provide new opportunities and experiences to students to broaden their world (field trips, community events, guest speakers).

Emotional Climate

- ❖ Small group and cooperative learning opportunities
- ❖ Middle school students need to have a safe place and time to share, and talk with friends.
- ❖ Create a designated time for activity and social engagement
- ❖ Leadership development is a key component to assist middle school students with problem solving, critical decisions and having socially responsible behaviors.

Facilitation vs. Management

- ❖ The role of afterschool programs and staff shifts from management to facilitation of experiences.
- ❖ Afterschool programs need to pay particular attention to hiring, training, orienting, supporting, and evaluating staff based on their relationships with youth, not just on their administrative or supervisory capacity.
- ❖ Staff and volunteer training and orientation should be middle school specific

Connection to the School Day

- ❖ Academic support and/or tutoring with direct connections to school day.
- ❖ Middle school after school programs need to be inherently different from the school day yet inextricably linked to its curriculum, personnel, and other after school offerings.
- ❖ Middle school afterschool programs should build an integrated vision with schools to support youth development.

Family Engagement

- ❖ Programs also need to provide learning opportunities for both youth and families to strengthen their relationships.
- ❖ Staff need to think more creatively about outreach to families beyond orientations.

Quality Middle School Programs of Interest

(Source: MetLife Compendium www.afterschoolalliance.org)

The City of New York

- ❖ Required all middle schools to have a middle school afterschool program
- ❖ Each principal contributes in-kind 10% of the afterschool budget
- ❖ In-kind ideas – teacher's as SMEs, materials, new space, food, technology, etc.
- ❖ Increase in school attendance, student engagement and decrease in behavioral referrals
- ❖ Average cost = \$3,000 per student

North Carolina

- ❖ North Carolina is the only state that has a publicly funded afterschool program specifically for middle school students.
- ❖ Support Our Students (SOS) serves over 13,000 students at 200 sites across the state.
- ❖ Goals is to improve academic performance of middle school youth and increase their commitment to school and the educational process

San Francisco, CA

- ❖ San Francisco Beacon Centers in eight schools use a youth development approach and provide young people with a variety of education enrichment, arts activities, leadership opportunities, and tutoring programs (Community Network for Youth Development, 2001).
- ❖ A recently published evaluation found that the Beacon Centers were particularly effective in attracting high-risk students who were most in need of academic support.

Chicago, IL

(Source: <http://www.afterschoolmatters.org/wp-content/uploads/2015/07/2014-Annual-Report.pdf>)

- ❖ After School Matters is a program serving over 14,000 Chicago teens from 39 of Chicago's lowest-income communities, with 87% of the students receiving free or reduced-price lunch.
- ❖ Programs incorporate project-based learning and 21st Century Skill development across five content areas: arts, communications, science, sports, and technology.
- ❖ 93% graduation rate of participants, and the freshman on-track rate has risen from 79 to 87%.

Sunflower County, MS

(Source: http://www.afterschoolalliance.org/issue_briefs/issue_rural_4.pdf)

- ❖ Rural afterschool program to support middle school and high school students with intensive academic enrichment, mentoring, educational travel, martial arts training, drama performances, and media production classes.
- ❖ Student population had an average ACT score of 15 out of 36 and 85 percent of the students qualify for free or reduced-price lunch.
- ❖ During the 2006-2007, the program saw a 32 percent average increase in student grade point averages and an average increase in reading scores of 1.2 grade levels.

2014 America After 3PM Data

(Source: <http://afterschoolalliance.org/AA3PM>)

Overall participation in Out-of- School Time

- ❖ Nationally: 18% of K-12 youth participate in afterschool programs
- ❖ Indiana: 11% of K-12 youth participate in afterschool programs

Children who would be enrolled in an afterschool program

- ❖ Nationally: 40% of parents of children not in OST programs now would enroll them if available in their community
- ❖ Indiana: 31% of Indiana parents of children not in OST programs now would enroll them if available in their community

Children Unsupervised afterschool

- ❖ Nationally: 20% of children were alone and unsupervised between the hours of 3 and 6 p.m. (11.3 million)
 - 3% of children in grades K-5 were unsupervised after school, compared to 19% in grades 6-8 and 37% in grades 9-12.
- ❖ Indiana: 20% of Indiana's children were alone and unsupervised between the hours of 3 and 6 p.m. (220,573)
 - 5% of Indiana's children in grades K-5 were unsupervised after school, compared to 20% in grades 6-8 and 58% in grades 9-12.

Middle School Participation in Out-of-School Time

- ❖ **Nationally: 19% of all Grade 6-8 Youth are in OST programs.** In 2014, 19% in grades 6-8 participate in an afterschool program, compared to 23% of children in grades K-5 and 12% in grades 9-12.
- ❖ **Indiana: 8% of all Grade 6-8 Indiana Youth are in OST programs.** In 2014, 8% in grades 6-8 participate in an afterschool program, compared to 17% of Indiana's children in grades K-5 and 4% in grades 9-12.

Participation: Clubs and other extracurricular activities

- ❖ US CENSUS DATA: Fifty-seven percent of children between 6 and 17 years old participate in at least one after-school extracurricular activity, according to a new report released today from the U.S. Census Bureau. The report found that children were more likely to participate in sports (35 percent) than clubs or lessons like music, dance and language (both around 29 percent).(2008)

Indiana Out-of-School Time Data by Grade-Level

(Source: Indiana Afterschool Program Database <http://www.indianaafterschool.org/state/mapping-database/>)

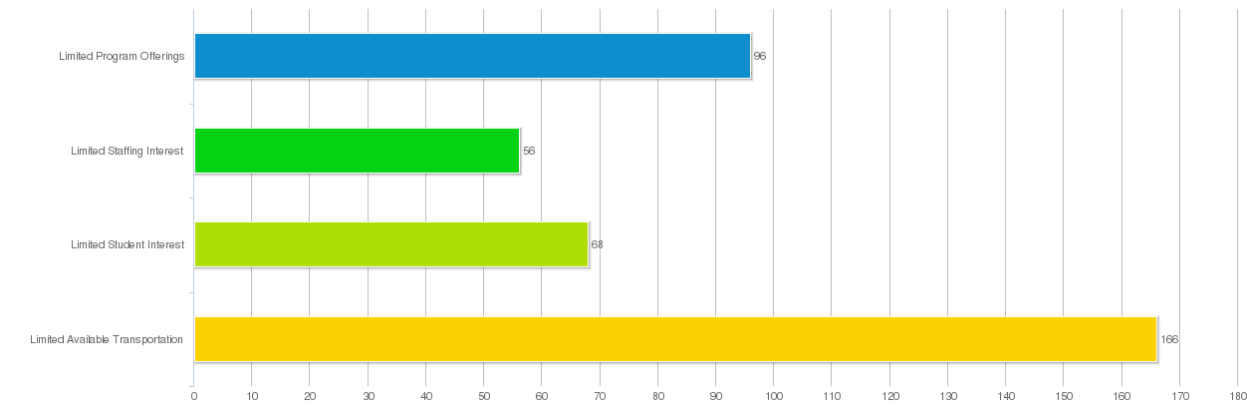
Grade levels:	Count	Percent
Kindergarten	780	86%
Grade 1	844	93%
Grade 2	860	95%
Grade 3	858	94%
Grade 4	844	93%
Grade 5	798	88%
Grade 6	603	66%
Grade 7	195	21%
Grade 8	156	17%
Grade 9	84	9%
Grade 10	81	9%
Grade 11	79	9%
Grade 12	77	8%

Grade levels:	Total
Total Programs	909

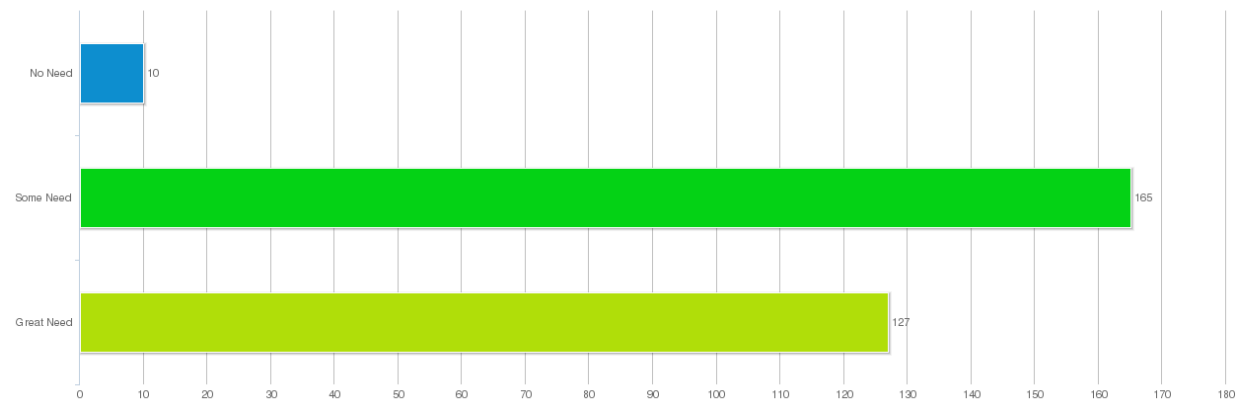
Middle School Data:

This survey was distributed by the Indiana Middle Level Education Association in September 2016. The data below represents the responses of more than 300 middle school administrators and teachers.

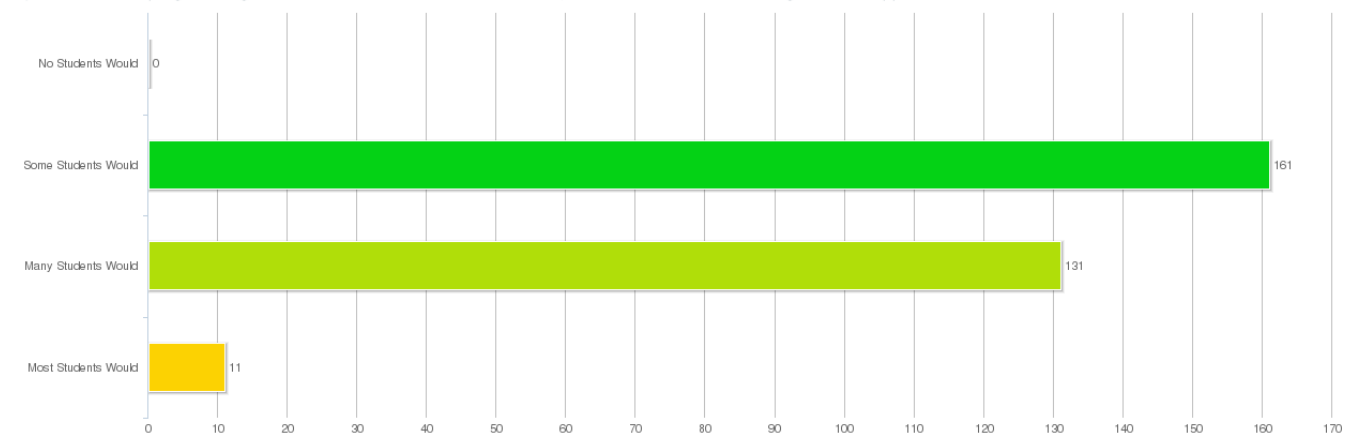
What do you perceive as being the biggest barrier to quality out-of-school time programming for middle school students in your community?



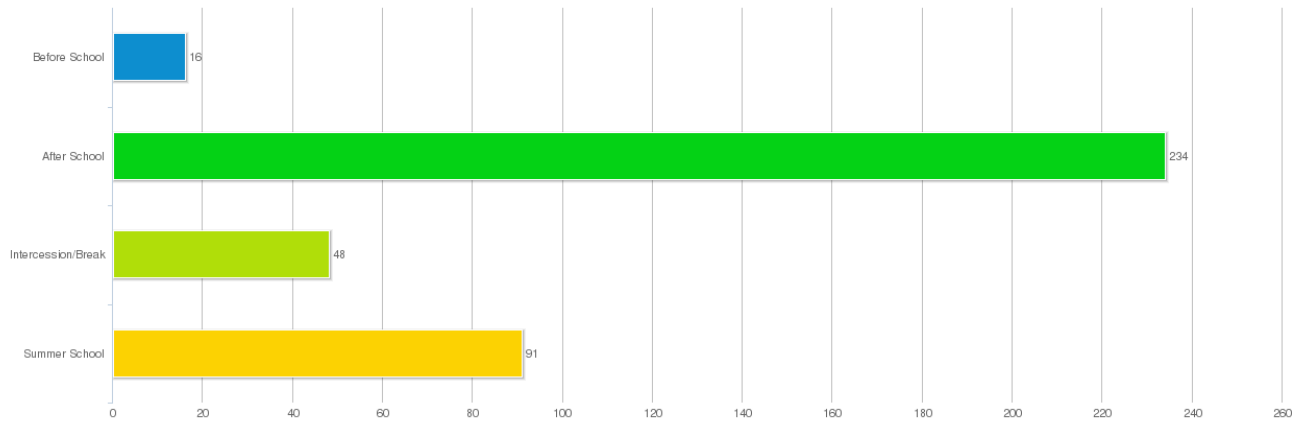
2) What is the current need for out of school programming for middle school (Grades 6-8) students?



3) If out of school programming was available for middle school students, would students take advantage of those opportunities?



4) What would be the most important type of out of school programming for middle school students?



4. Collaboration

Supporting OST

Partners are working together to build a more coordinated system of tools, supports, professional development, resources and oversight for out-of-school time and school-age child care programs. This includes a state child care quality rating system, shared agreement on out-of-school time best practices and standards, and coordinated approaches to professional development and career pathways for youth-serving professionals across the state. There is also an extensive network of cross-sector partners working together with state agencies to support OST, including youth-serving organizations and intermediaries, universities, schools, businesses, cultural institutions, foundations, and more. While there is shared agreement and collaboration in many ways, there is a significant opportunity to take this coordination to the next level of impact.

The three partners providing programming in OST and school-age child care include:

1. Indiana Department of Education (IDOE) – 21st Century Community Learning Centers (21st CCLC)

The 21st Century Community Learning Centers (CCLC) program is a federally-funded program that provides at-risk students a safe environment during non-school hours. This program may have one or multiple centers/sites which may be located in schools, community facilities, or faith-based facilities. All centers must provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout prevention. The 21st CCLC program must also engage adult family members in actively participating with students through educational and personal development opportunities.

2. Indiana Office of Early Childhood and Out of School Learning (OECOSL)

A. School Age Child Care Grants (SACC)

The goal of this project is to increase the availability and affordability of high quality school-age child care. The purpose of the School-Age Child Care Project Fund is to support a school age child care program which offers care to children ages 5-15 to include:

- Before and/or afterschool care
- Periods when school is not in session excluding summer break
- Care for children that attend kindergarten – either full or half day
- Care for children that are enrolled in summer school

B. Child Care Vouchers / CCDF

The Child Care Development Fund (CCDF) is a federal program that assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining childcare so they can work, attend training, or continue education. The purpose of CCDF is to increase the availability, affordability, and quality of childcare. The Child Care and Development Fund (CCDF) program provides financial assistance for families who are working or enrolled in school. Ages up to 13.

3. Indiana Department of Workforce Development / Serve Indiana – Indiana Kids

Indiana Kids is a program started by former Governor Mitch Daniels in partnership with the Indiana Alliance of Boys & Girls Clubs and has since expanded to partner with the Trustees Office of Indiana University as well as Health Care and Education Training. The program provides support, resources, guidance, and tutoring services to help students succeed in school and participate in career exploration, college readiness and health education. During the first year of the partnership, participants in the program increased their scores by one grade level in both math and reading. Since 2005, over 16,000 students have participated in at least one portion of the program, either academic or career exploration. All programs administer a pre-test and a post-test in their specified area to gauge the progress of each child enrolled. The children are provided programming with an overall goal to reach under-served and underrepresented children, grades k-12.

Indiana Kids has four main goals:

- 1) Increase youth career and college readiness
- 2) Promote civic responsibility through engaging students in service activities
- 3) Increase student academic achievement
- 4) Increase parents' job skills, parenting skills, and life skills leading to overall self-sufficiency

Funded programs are expected to utilize evidence based/informed approaches and evaluate programming.

Indiana Kids funding supports young people grades k-12 (age 17 and under) and has a specific purpose to address either TANF goal 3) prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies or 4) encourage the formation and maintenance of two-parent families.

Collaboration Among State Agencies to Support Out of School Time (OST)

Elements of a Coordinated System of Professional Development & Support for Out-of-School Time (OST) in Indiana:

1. Quality

- ❖ School Age Specialists – A network of school age specialists is available through Indiana's statewide Child Care Resource and Referral (CCR&R) system. These specialists provide training and technical assistance to programs and professionals serving school-age children.
- ❖ Paths to QUALITY (PTQ) – this is Indiana's statewide rating system for early care and education programs. It is a free resource to help families make informed decisions and to help early care and education providers improve the quality of their programs. Paths to QUALITY is a voluntary system. OECOSL is in the process of building a new alternative pathway for youth programs serving school-age youth to participate in the system. This will build on the other elements highlighted in this section.
- ❖ 21st Century Community Learning Center (21st CCLC) Monitoring and Evaluation – IDOE provides evaluation and oversight for its grantees funded by these federal funds.
- ❖ Indiana Afterschool Standards and Indiana Quality Program Self-Assessment – provides guidelines to OST programs for best practices. The Indiana Quality Program Self-Assessment (IN-QPSA) is the online assessment for programs to track progress using the Indiana Afterschool Standards. The IN-QPSA is used by DOE for its 21st CCLC programs and OECOSL uses this for its school-age childcare grantees.

2. Qualifications, Credentials and Pathways

- ❖ Youth Development Credential: OECOSL, DOE, and a collaborative group of youth-serving intermediaries led by the Indiana Youth Services Association are working together to build a state system that prepares the OST and youth-serving workforce. This includes launching Indiana's next iteration of a state youth development credential linked to a national credential system. This credential will be considered equivalent to the Child Development Associate credential (CDA) required for teachers in certain child care settings.
- ❖ Higher Academic Degree Pathways: IAN, OECOSL, the Journey and youth-serving intermediaries are working together to continue to expand degree pathways in youth development that includes the credential, associate's, bachelor's, master's degrees at several Indiana higher education institutions, including Indiana University, IUPUI, Ivy Tech, Indiana State University, and others.

3. Core Knowledge

- ❖ Core Knowledge and Competencies were developed by OECOSL, in partnership with many agencies for professionals serving infants, toddlers, children, and youth as part of their Indiana Professional Development Network.
- ❖ Indiana Summit on Out of School Learning is a 2-day conference hosted by IAN in partnership with IDOE and supported by OECOST, with workshops aligned with the Indiana Afterschool Standards.
- ❖ Indiana Academy on Out of School Time is an online professional development system with 36 courses in OST, supported by IDOE and OECOSL and in alignment with the Indiana Afterschool Standards.
- ❖ Indiana Youth Institute and the Kids Count Conference is a 2-day conference for professionals working with children and youth of all ages, with workshops aligned with the youth development credential.
- ❖ Marion County Commission on Youth provides training for summer and afterschool programs.
- ❖ American Camp Association provides professional development and credentialing for camp professionals.

4. Access & Outreach

- ❖ The statewide network of CCR&R agencies is a resource for families, communities, and school-age child care/OST programs.
- ❖ Indiana OST Mapping Database: The Indiana Afterschool Network (IAN), Office of Early Childhood and OST Learning (OECOSL), Early Learning Indiana, and Indiana Department of Education (DOE) collaborate to create and manage the Indiana OST Mapping Database. There are more than 900 OST programs registered in this searchable online database. Parents, schools and community partners can search for programs by zip code, county, grade level, and activities.

5. Funding

- ❖ See the chart (Pages 22-23) that highlights federal and state funding for OST.

5. Addressing College and Career Readiness

College and Career Ready Definition: Any graduate of an Indiana Secondary institution will have the knowledge, skills and abilities to succeed in postsecondary education and economically viable career opportunities.

Indiana's K-12 institutions address college and career readiness through comprehensive implementation of Indiana's Academic Standards and Career and Technical Education Standards. The intended outcome is that all students are prepared for college and career opportunities. The standards provided by the Indiana Department of Education should be covered in each grade level in their entirety. Students who have not received opportunities to learn the content in the standards may acquire gaps or misconceptions in their education that can accumulate throughout the K-12 learning continuum. As the body of knowledge required of students has grown, so too have the number of standards expected of students to know. This has put additional burden on schools to prepare students while maintaining the same or similar daily schedules (Indiana Code 20-30-2: 300 minutes per day for elementary and 360 minutes for secondary; 180 days minimum). In order to adequately prepare all students for college and career, many students may need additional time outside of the school day to receive high-quality, standards based learning

opportunities.

Indiana Code 20-30-5 provides the Mandatory Curriculum for Indiana's students. Outlined in this code are the expectations of Indiana school corporations to cover the following: Language Arts (English, grammar, composition, speech, and second languages), Mathematics, Social Studies and Citizenship (constitutions, government systems, and histories), Sciences, Fine Arts (music and art), Health Education, Physical Fitness, and Safety (effects of drugs, alcohol, and tobacco). In addition to this academic content, there are a number of other instructional requirements that schools' curriculums must address. Not provided in the Mandatory Curriculum, the 21st Century skills are almost universally accepted as essential for college and career readiness. These skills include teamwork, collaboration, critical thinking, creativity, media and technological literacy to name a few.

The Indiana Department of Workforce Development also provides a framework of Employability Skills Benchmarks. These benchmarks address mindsets, self-management skills, learning strategies, social skills, and workplace skills. Focus and support with all of these skills is imperative for students to succeed in their future careers. (Source: http://www.in.gov/dwd/files/IN_Employability_Skills.pdf)

It becomes immediately apparent that in order for schools to not only provide the foundational knowledge to be an Indiana citizen but then to also prepare students for postsecondary success, many students must receive out-of-school opportunities that cannot be done during the school day.

Out-of-school opportunities can augment the learning that takes place in the school day. Out-of-school activities can often provide more freedom and flexibility for the student to explore individual interests. Additionally, this time can be used for structured work and learning opportunities, mentorships, employability skill training, competitions (e.g. robotics, science fairs, app challenges, etc.), service projects, volunteering, and other more career focused learning than may be provided during the school day.

In order to adequately prepare students for college and careers, students will need a variety of learning experiences in diverse environments. Out-of-school programs are able to fill a need and address 21st century learning skills when working in collaboration with the educational programs students receive during the school day. Lastly, Indiana has out-of-school standards that specifically address college and career readiness making Indiana truly exceptional in the nation. These standards provide out-of-school programs guidance, consistency, and quality as they support the preparation of Indiana's students toward the mission of college and career readiness for all.

6. Existing Statutory and Regulatory Provisions

Under current Indiana law, all school corporations in the state must conduct an educational program for all children in grades K through 12, and specifically an afterschool program for children in grades K through 6. IC 20-26-5-1. This framework is designed to provide care and education for children of working parents and act as a link between the home and the school. Under IC 20-26-5-2(a), the school corporation may directly provide this educational program or may contract with an outside organization to operate the program. A school corporation may apply to the Indiana State Board of Education for a waiver, exempting them from providing such a program, should the school corporation show that operating such a program would work an undue burden upon them. IC 20-26-5-2(c).

In enacting IC 20-26-5-1, the General Assembly recognized how vital those hours after the traditional school day end, but prior to many parents returning home from work, are to young learners' educational progress and advancement. However, the statute has become antiquated and is ripe for revisiting. This board believes the proposal set forth is a natural and highly effective enhancement of the old latch key program. By providing additional funding for school corporations to implement middle school afterschool educational programs, the General Assembly would honor and further the intent of providing educational advancement outside of traditional school hours.

Of particular note is the statutory requirement that a school corporation operate educational programs outside of normal school hours for grades K through 6 only. In order to effectuate the recommendations of this advisory board, it is urged that the General Assembly expand the range of grades that would benefit from an afterschool education program through Grade 8.

Further, expanding the definition of an afterschool program to include young children who will become students would provide an additional change necessary to fully implement this board's recommendations. As discussed herein, IC 12-17.2-2-8(10) exempts programs established under IC 20-26-5-2 for state licensure requirements. Under current law, if an afterschool educational program was serving 3 and 4 year old children, a school corporation would be required to hire or contract with licensed teachers and child care providers. Such a requirement may be prohibitive for many Indiana school corporations. This barrier would be removed if IC 20-26-5-1 was amended to include 3 and 4 year old children who will soon become students.

Criminal background checks for those individuals hired or contracted to work with children would also be required under state law. All school corporations are required to adopt a policy concerning criminal history information, to include expanded criminal history checks and expanded child protection index checks, for all individuals employed by or contracted by the school corporation. IC 20-26-5-10. Such a requirement would extend to those employed or contracted to conduct an educational program under IC 20-26-5-2.

7. Appendix

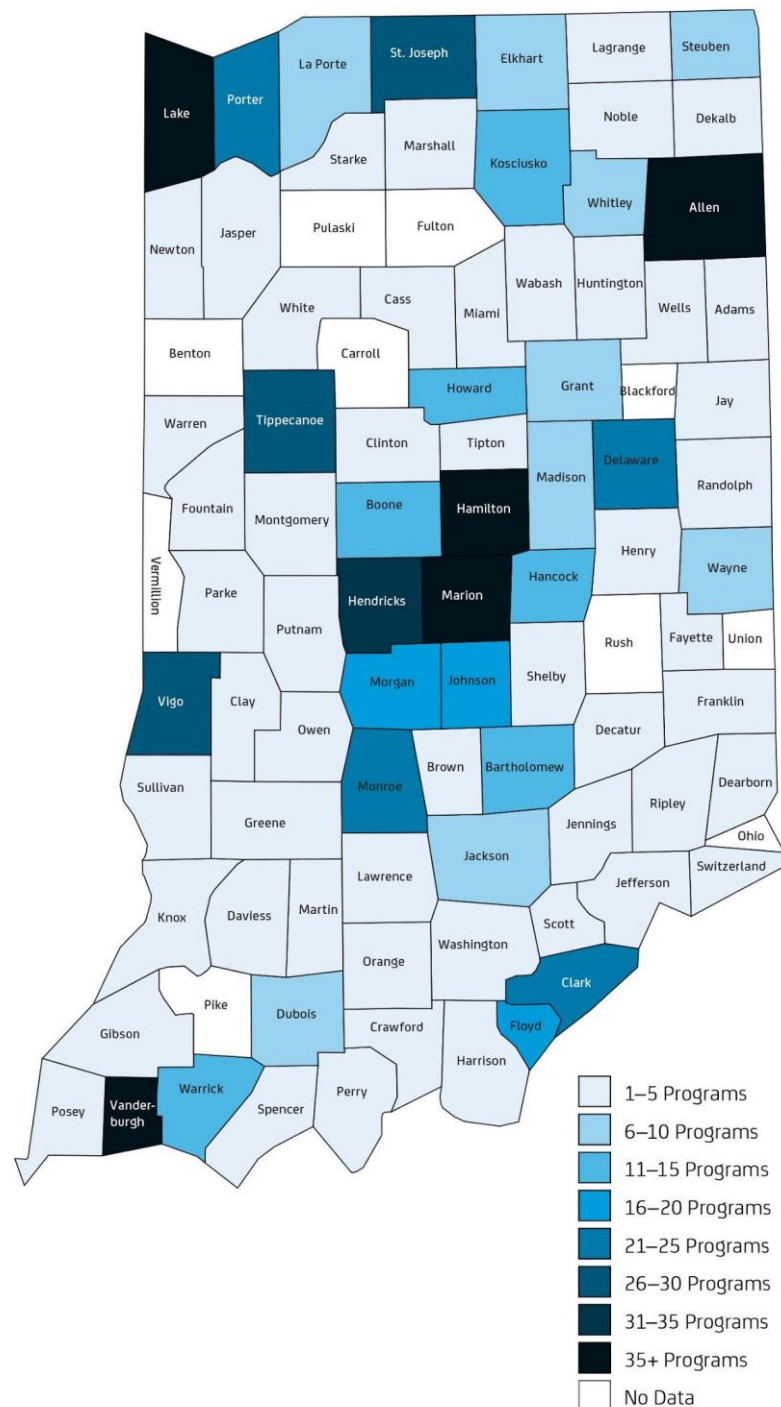
7.1. List of members

Required Organizations Nominations	Members	Title	Geographic
IN Dept Education, Chair	Teresa Brown	Assistant Superintendent of School Improvement	Statewide
IN Dept Family and Social Services	Rhonda Clark	Deputy Director, Office of Early Childhood and Out of School Learning	Statewide
IN Dept Workforce Development	Amy Marsh	Associate COO for Business Intelligence	Statewide
Indiana Commission for Higher Education	Zach Smith	CHE Policy Analyst	Statewide
Superintendent	Greg Parsley	Superintendent, Vincennes Community School Corporation	Rural, South
School Board	Phyllis Lewis	Wayne Township School Board	
Principals Association	Terry Magnuson	Pleasant Crossing Elementary, Clark-Pleasant Community Schools	Whiteland, rural south central
Teachers Association	Teresa Meredith	ISTA president	Statewide
Teachers Association	Sally Sloan	AFT executive director	Statewide
Indiana Afterschool Network	Debbie Zipes	President	Statewide
Statewide Parent Organization	Theresa Distelrath	President of Indiana PTA	Statewide
Youth Program and Partner	Members	Title	Geographic
AYS	Chrystal Struben	CEO	Indianapolis (urban)
Boys and Girls Clubs of Columbus and Foundations for Youth	Chuck Kime	Executive Director	Columbus
Central Indiana Community Foundation	Andrew Black	Community Investment Officer	Indianapolis
Diehl Evaluation	Dan Diehl	CEO	Evansville
Indiana Library Federation	Lucinda Nord	Executive Director	Statewide

Indiana Community Schools Network	Jim Grim	Facilitator	Statewide
Kendallville Day Care Center East	Brooke Hastings	Site Director	Kendallville
Safe Harbor, Michigan City	Sherri Silcox	Executive Director	Urban, north
Serve Indiana (DWD)	Debbie Pidgeon	Executive Director	Statewide
YMCA State Alliance	Brent Wake	Executive Director	Statewide
The Indiana Youth Institute	Tami Silverman	President and CEO	Statewide
Region 8 Education Service Center	Joshua Wenning	Executive Director	Northeast

7.2. Map of Current Gaps and Services

Indiana's Afterschool Programs



7.3. Additional Data and Research

Indiana Out-of-School Time Data

(Source: Indiana Afterschool Program Database)

<http://www.indianaafterschool.org/state/mapping-database/>

Grade levels:	Total
Total Programs:	909

Grade levels:	Total Count	Total Percent
Kindergarten	780	86%
Grade 1	844	93%
Grade 2	860	95%
Grade 3	858	94%
Grade 4	844	93%
Grade 5	798	88%
Grade 6	603	66%
Grade 7	195	21%
Grade 8	156	17%
Grade 9	84	9%
Grade 10	81	9%
Grade 11	79	9%
Grade 12	77	8%

WHERE Out-of-School Time Programs Take Place	Total	K-5	6-8	9-12
% Schools	68%	68%	68%	29%
% Community-based Organizations	25%	25%	25%	61%
% Faith-based Organizations	8%	8%	7%	9%

WHEN Out-of-School Time Programs Take Place	Total	K-5	6-8	9-12
% Both (Before & Afterschool)	26%	26%	24%	9%
% After School Only	55%	55%	55%	61%
% Unknown (No Data Provided)	0%	0%	0%	0%
% Before School Only	62%	63%	58%	1%

CALENDAR for Out-of-School Time Programming	Total
% Full Year	47%
% School Year Only	46%
% Summer Only	6%
% Unknown (No Data Provided)	1%

SIZE of Out-of-school time Programs	Total	K-5	6-8	9-12
% 21 to 50	29%	29%	27%	15%
% 51 to 100	38%	38%	38%	30%
% More Than 100	29%	30%	30%	47%
% Unknown (No Data Provided)	1%	1%	1%	5%
% 1 to 20	3%	3%	4%	3%

ACTIVITIES OFFERED BY OUT OF SCHOOL TIME PROGRAMS REGISTERED WITH IAN	Total	K-5	6-8	9-12
% Academic Enrichment	68%	68%	67%	79%
% Career & Job Exploration	20%	19%	22%	64%
% Character Education	64%	64%	64%	71%
% Civic Engagement & Community Service	43%	43%	47%	67%

% College Readiness	13%	12%	17%	52%
% Cultural Enrichment & Diversity	48%	48%	47%	61%
% Family & Parent Activities	39%	38%	37%	54%
% Financial Literacy	14%	13%	15%	31%
% Health & Wellness	64%	64%	62%	69%
% Literacy/Reading	64%	64%	63%	69%
% Mentoring	42%	42%	43%	68%
% Other	4%	4%	5%	7%
% Science, Technology, Engineering, Math (STEM)	51%	50%	50%	55%
% Special Needs	28%	28%	29%	33%
% Sports & Recreation	75%	75%	76%	76%
% Tutoring & Homework	79%	79%	77%	71%
% Visual & Performing Arts	40%	40%	42%	63%

**CHALLENGES IDENTIFIED
BY OUT OF SCHOOL TIME
PROGRAMS**

	Total	K-5	6-8	9-12
% Community Partners	30%	30%	27%	33%
% Evaluation & Tracking Outcomes	7%	7%	10%	9%
% Funding	51%	50%	52%	79%
% Other	2%	2%	2%	1%
% Parent Involvement	16%	16%	16%	22%
% Program Development & Implementation	15%	15%	12%	3%
% School Partnerships	13%	13%	13%	10%
% Staffing Hiring and Retention	43%	44%	43%	34%
% Student Retention and Enrollment	13%	13%	11%	16%
% Training & Professional Development	28%	28%	30%	16%

% Transportation	11%	11%	11%	17%
% Volunteers	14%	14%	13%	22%

Discounts and Vouchers	Total	K-5	6-8	9-12
% Approved for CCDF Vouchers	43%	44%	39%	9%
% Multi Child Discount	33%	33%	31%	10%
% Employer/College Supported Discount	5%	5%	4%	2%
% Scholarships	22%	22%	21%	23%
% Sliding Fee Scale	31%	32%	25%	8%
% Does Not Accept CCDF Vouchers	55%	54%	59%	83%

7.3 Existing State and Federal Funding for Indiana Out of School Programs

Funding Level Data (Source: Indiana Afterschool Network)

	21st Century Community Learning Centers Administered by: IDOE Funding source: Federal DOE	School Age Child Care Administered by: Indiana Family and Social Services Administration Funding Source: State	Indiana's Kids Administered by: Serve Indiana Funding Source: Federal TANF
Amount of Funding	\$20,236,679 (FY 2015)	\$812,000 (FY 2017-18)	\$3.2M (FY 2016-17)
# Served	21,961 (2015-16 School Year)	1,490	13,570 (based on projections from applications)
Locations of Programs	76 grantees (64 organizations), 200 sites <u>Grantees:</u> Any public or private organization is eligible. Proposals jointly submitted by (1) schools & (2) community-based organizations will be given priority for funding.	23 programs, serving 63 sites <u>Grantees:</u> Public School Corp. OR NPO	2016/17 to be provided at later date. (2015-2016 = 91 sites, w/ total \$1M of funding) <u>Grantees:</u> public or private nonprofit organizations, including faith-based and other community organizations; institutions of higher education; government entities, labor organizations; partnerships and consortia; & federally recognized Indian Tribes.
Grant Amount	\$50,000 - \$300,000 (per year)	\$10,000 - \$40,000	\$500,000 - \$1,500,000
Purpose/ Priority Focus Areas	<u>Grants support out-of-school time programs that provide:</u> <ul style="list-style-type: none"> Academic enrichment activities that can help students meet state and local achievement standards. <ul style="list-style-type: none"> Literacy and related educational development services to the families of children who are served in the program. <u>Priority Funding Areas:</u> STEM, Rural, Literacy, High Poverty, Family Engagement, College & Career Readiness, Focus or Priority School or School Corporation <u>Requirements:</u> High poverty and low-performing schools	<u>Purpose:</u> To increase the availability & affordability of high quality school-age care to children between the ages of 5 to 15. <u>Priority Funding Areas:</u> School-based programs; Programs that serve high % of families below 190% of the Federal Poverty Level; Paths to Quality participants; Programs demonstrating ability for sustainability, commitment to best practice, or service to children referred by their local DCS to the program. <u>Requirements:</u> Licensed or document compliance with CCDF Provider Eligibility Standards + compliance w/ SACC regulations	<u>Four main goals:</u> 1) Increase youth career & college readiness, 2) Promote civic responsibility through engaging students in service activities, 3) Increase student academic achievement, 4) Increase parents job skills, parenting skills, and life skills leading to overall self-sufficiency <u>Strategies:</u> tutoring, mentoring, physical fitness, parent engagement <u>Priority Funding Areas:</u> To align with Serve Indiana's mission, preference is shown to applicants that incorporate civic engagement and volunteerism. <u>Requirements:</u> Must align with TANF Goal 3: Prevent and reduce out-of-wedlock pregnancies, and Goal 4:

			Encourage the formation and maintenance of two-parent families.
Allowable Use of Funds	"Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes."	Program Enrichment, Equipment, Staffing, Staff Development.	Operational (Staff time, Program supplies, travel are the bulk.)
Academic Focus/School Alignment	Must show alignment of in school and out-of-school time efforts to support student success. For state evaluation & federal reporting purposes, IDOE requires submission of student information such as grades, ISTEP+ test scores, credits earned (HS students only), and a teacher survey.	Priority is given to school-based programs at a school site. If applicant is not a school, they must include letter detailing their relationship with the school(s) they are serving.	There is no specific academic focus however the currently funded program focus is in STEM & reading. Programs and sites may align with schools on an individual basis this is not required.
Assessment Tools	<ul style="list-style-type: none"> Program Quality Self-Assessment (IN-QPSA), "Top 10" Standards External Evaluator Review of Program Quality EZ Reports- to assess/analyze attendance & student performance 	<ul style="list-style-type: none"> Program Quality Self-Assessment (IN-QPSA) "Top 10" Must coordinate with School Age Specialist at local CCR&R 	<ul style="list-style-type: none"> Serve Indiana will conduct an official monitoring visit once per year OmniCircular
Training/Support	Technical Assistance provided by IDOE staff and partner organizations. 3% of funds go to quality/system support.	Funds available for program enrichment, staffing, equipment & staff development. Must have 12 hrs in service training.	Training (orientation and several conference calls); Technical Assistance provided by Serve Indiana staff.